

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

A. Students should acquire a set of defined skills in landscaping and gardening that allows them to qualify for jobs in the industry.

B. Students should acquire a basic set of knowledge in horticulture that allows them to continue building their competencies in this field or start a new career path.

C. Students should develop an understanding of their positive role in participating through their careers and life in well being of society.

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

A. Students should have a set of defined skills in landscaping and gardening that allows them to qualify for jobs in the industry.

This Program SLO aligns with College's goal # 5: Identify and address workforce development needs, including: Vocational technology programs that have ancillary enrollment.

B. Students should have a basic set of knowledge in horticulture that allows them to continue building their competencies in this field or start a new career path.

This Program SLO aligns with College's goal # 1: Enhance and maintain educational excellence in General Education and transferring offerings by providing high quality instruction, excellent faculty and student support services, rich curricular diversity, well-scheduled offerings, and strong relations with four-year institutions.

C. Students should have an understanding of their positive role in participating through their careers and life in well being of society.

This Program SLO aligns with College's goal # 8: Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College's Mission, Goals and Initiatives.

II. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

Students are evaluated based on the Program SLO's. I will illustrate this process using as example two classes that I teach: ELND120A and B: Landscape Ecology.

I teach students the ecological principles that make landscapes sustainable and the negative consequences of promoting changes in landscapes without considering landscape ecology. I also teach them, how through their knowledge of landscape ecology and involvement in industry they can be positive agents of change. I clearly identify in my class outline, SLO's that reflect program SLO's. For example one of those is: " Students should have a set of defined skills in landscaping and gardening that allows them to qualify for jobs in the industry". When I teach the class I make sure that the concepts I teach are in demand in the industry and employers would welcome job applicants that have the knowledge that I provide in class.

I make sure that my the concepts taught in class adjust to that program SLO and test how well students have learned. All my students learned that SLO.

Our program needs improvement and we must make sure that all our instructors develop Class Outlines that clearly identify SLO's aligned with the Program SLO's.

We need to pay special attention to this area because we utilize part time instructors. When we develop the new Class Outlines for the revised curriculum we will include in the evaluation methods for each class, questions that assess student's success learning the core SLO's.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

The full time College of Marin faculty assigned part time to the program assembled an inter-departmental team that designed, built and exhibited a landscape at the San Francisco Flower and Garden Show, a world - class landscape and garden exhibit; the landscape won an award. This is a major accomplishment for our program.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities , technology, unit allocation, staffing, etc.

Areas of improvement are:

Re-assign time for program coordination
Curriculum upgrading including inter-departmental classes
Facilities improvement: new facilities and improved maintenance
Increase pool of part time instructors
increase funding for equipment and supplies
Provide remedial classes for students who need improvement in basic skills such as English and mathematics.

I provide additional information below.

Curriculum must be reviewed: create new classes that respond to market needs based on a professional market study, design new classes that include faculty from other Departments like Biology, Architecture, Art, Engineering, Chemistry, Business, English. For example, a new class could be Sustainable Construction taught by faculty from Environmental Landscaping and Engineering; other classes could be Computer-based Techniques for Design, biomimicry principles for sustainable building design.